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Chapter number	Title and author	Keywords
1	<b>Forging Connections in Early Mathematics: Perspectives and Provocations</b> Virginia Kinnear, Mun Yee Lai and Tracey Muir	Connections; Mathematical learning; Purposeful; Mathematics ideas; Children's lives; Mathematics culture
2	<b>Early Mathematics Education: A Plea for Mathematically Founded Conceptions</b> Virginia Kinnear and Erich Ch. Wittmann	Mathematical structure; Conceptual understanding; Design; Mathematics activities; Play; Pure and applied mathematics; Early childhood
3	<b>Powerful Frameworks for Conceptual Understanding</b> Camilla Björklund	Conceptual understanding; Half; Attention; Preschool; Structure; Learning intention; Variation theory of learning; Preschool
4	<b>Building Connections Between Children's Representations and Their Conceptual Development in Mathematics</b> Janette Bobis and Jennifer Way	Representations; Gesture; Drawing; Conceptual understanding; Early years of school
5	<b>Geometry Learning in the Early Years: Developing Understanding of Shapes and Space with a Focus on Visualization</b> Iliada Elia, Marja van den Heuvel-Panhuizen and Athanasios Gagatsis	Geometry; Visualization; Shape transformation; Imaginary perspective taking; Spatial concepts; Gesture; Early years
6	<b>A Possible Learning Trajectory for Young Children's Experiences of the Evolution of the Base-10 Positional Numeral System</b> Mun Yee Lai and Chun Ip Fung	Base-10 positional numeral system; Concept of place value; Teaching for mathematizing; Early years of school
7	<b>From Cradle to Classroom: Exploring Opportunities to Support the Development of Shape and Space Concepts in Very Young Children</b> Aisling Leavy, Jennifer Pope and Deirdre Breatnach	Geometry; Spatial awareness; Shape; Learning trajectories; Play; Gesture; Home; Community; Language; Birth to 8 years
8	<b>Mathematizing Basic Addition</b> Allen Leung and Simon Hung	Mathematizing; Addition; Counting; Subitizing; Guided reinvention; Early years of school
9	<b>Connecting the Mathematics Identity of Early Childhood Educators to Classroom Experiences for Young Children</b> Sandra M. Linder and Amber M. Simpson	Identity; Professional development; Mathematics; Phenomenology; Prior-to-school